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ABSTRACT

The booklet describes Project Prepare, a program designed to teach educationally disadvantaged parents adult basic education skills in their own homes and then to show these parents how and what to teach their preschool children. Information is provided on the design and implementation of the projects. Seven specific problems in adult basic education and preschool education which were encountered in the project are identified and discussed; corresponding recommendations for action are made. Approximately half of the booklet comprises an evaluation report and appendixes. The evaluation report analyzes the three major staff objectives: the parents will be better able to become effectively involved in their children's education; the preschool children will have experiences, use materials, and develop skills aimed at furthering their development; and the project staff will develop and adapt materials and methods that are effective in achieving the project objectives. Appendixes treat the following subjects: objectives and evaluation questions, discussion guide for evaluation instrumentation, questions from evaluation forms, parent and child activities, and suggestions and procedures transmitted to parents. (Author/PR)

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PROJECT PREPARI

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BUTTE VOCATIONAL TECHNICAL CENTER

# PROJECT TO TEACH EDUCATIONALLY DISADVANTAGED PARENTS ABE SKILLS IN THEIR OWN HOMES AND TO SHOW THESE PARENTS HOW AND WHAT TO TEACH THEIR PRE-SCHOOL CHILDREN

SCHOOL DISTRICT #1
BUTTE, MONTANA
BUTTE VOCATIONAL TECHNICAL CENTER

OFFICE OF EDUCATION GRANT NUMBER OEG-8-72-0072(322)
ADULT EDUCATION ACT, SECTION 309

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My heart leaps up when I behold
 A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old.
   Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.
                --William Wordsworth

## PROGRAM DESCRIPTION

Project PREPARE (309-B, Adult Education Act) was a home-based Adult Basic Education and pre-school program granted to Butte Vocational Technical Center through federal and state aid administered by the Butte, Montana, School District. The purpose of Project PREPARE was to teach educationally disadvantaged parents ABE skills in their own homes and then to show these parents how and what to teach their pre-school children. The primary objective of this program was remediation of parental communication and computation deficiencies. The secondary objective was eventual elimination of the pre-schoolers' learning problems. This project was innovative in that it not only affected the parent adult but its influence carried over to the child. As parents realized their own educational goals they became more confident in guiding their children. Project PREPARE proved highly operational and can be utilized and replicated in other American cities.

The approval of proposal No. OEG-8-72-0072(322) was received by the Butte Vocational Technical Center and School District No. 1, Butte, Montana, August 14, 1972. Upon receipt of this grant, Project PREPARE implementation began. The original budget was reviewed, recommendations for changes were made, and a revised budget submitted. Upon approval of this revised budget, a teacher and teacher aide training workshop was designed by the Superintendent of Adult Basic Education, Office of the State Superintendent of Public Instruction, and the Butte Vocational Technical Center staff.

An advisory committee for Project PREPARE was established in August. The Project Director and Butte Vocational Technical Center staff next reviewed materials used in two former successful 309-B ABE local programs, Project Homebound and Project Experiment in Butte, as well as proven material employed in other pre-school eudcational programs. In August requisite materials were

ordered, received, and evaluated. Throughout the duration of the project, printed materials purchased were commensurate with needs of parents and their children.

Having first listed criteria for teacher and teacher aide selection, the Project Director and Co-ordinator interviewed applicants. Final selection was based on applicants' credentials, (with ABE and pre-school experience) preference being given to teacher and teacher aides living in the Model Cities area.

In September the Project Director and the Co-ordinator established guidelines for the program in conjunction with the State ABE Supervisor, and the Federal Programs Officer from HEW's regional office. A tentative schedule for the coming year was developed based upon establishing three neighborhood learning centers geographically situated within the city. The centers were as follows: Butte Vocational Technical Center, The Indian Center, The Butte Y.M.C.A. These three neighborhood centers best accommodated the target population and enhanced effectiveness in providing instruction to participating parents in methods of better "parenting".

The State ABE Supervisor, assisted by a State Project PREPARE Evaluator, a Mathematics Specialist, and a Reading Specialist conducted an intensive three-day staff workshop prior to the scheduling of classes. Project PREPARE staff were trained in the areas of: life style of the disadvantaged, how to use available materials, techniques of teaching ABE skills, and methods of teaching parents how and what to teach their children. The highlight of this workshop was a direct long distance telephone loudspeaker staff discussion with Dr. Alan Knox, Professor of Adult Education, University of Illinois. Orientation classes for teachers and aides and daily in-service training began on October 9, 1972.

In accordance with our proposal, Project PREPARE staff comprised:

One part-time director, one full time co-ordinator, six full time teachers, six full time aides, and a secretary. The concept of field operation employed a teacher or instructional aide who averaged fifteen classes each week in private homes utilizing proven ABE instructional and child guidance materials. Teachers, not aides taught in centers.

Recruitment procedures in the location and enrollment of student participants were as follows: Solicitation of municipal, state, and federal organizations and agencies for prospective educationally disadvantaged students, followed by a personal potential student contact campaign; recruitment of former 309-B students with pre-schoolers; mass media publicity; word-of-mouth publicity; recruitment of Model City residents requesting parent-child instruction; referrals from the State Welfare Office and WIN enrollees who are young mothers; teacher-teacher-aide recruitment of potential students with pre-school children encountered in field operations. Classes commenced with one hundred and twenty students.

School District No. 1, Butte, Montana, contracted with the Montana State Superintendent's office for the purpose of evaluating Project PREPARE. Weekly teacher logs were submitted to two state evaluators as well as monthly reports on each parent-child team. These state evaluators conducted periodic, systematic, and objective reviews and evaluations between November 1, 1972, and June 7, 1973, in order to determine the status and progress of the project. The evaluators shared their information with Project PREPARE staff to provide on-going feedback of value to the project.

Two earlier local 309-B projects, "Homebound" and "Experiment in Butte", surfaced objectives which were of prime importance to "Project PREPARE". They were: The need to teach communication and computation skills to parents through reading, writing, and speaking assignments. Acquisition of these skills improve parental ability to communicate with and to tutor their own children;

to develop parents' self-confidence and self-reliance through academic achievement and reflective thinking; to influence their children in building the child's self-concept.

As the project progressed the parents themselves were learning basic academic skills, while being equally involved in learning the needs of their pre-schoolers and in developing their pre-school sensory and motor skills. The tutors who visited the homes weekly guided the parent and child together in a learning activity--thus resulting in a purposeful human interaction.

To acquaint the parents with the overall purposes of the project, and to permit them at one time to receive family guidance from local consultants, parent attendance at bi-monthly group meetings at the resource centers was expected. Printed notices were distributed to parents beforehand. Tutors arranged for private transportation.

In November the first meeting was held on social living skills in family life emphasizing health and nutrition of the pre-schooler and his family. The school health nurse, county health doctor, and a county nutritionist conducted the presentation with talks and a narrated film strip entitled "How to Feed Young Children". A hand-out of suggested balanced menus was supplied.

At two bi-monthly meetings parents were instructed in the use of skill building toys made from easily acquired household articles; recipes for home-made finger paints and play-dough; books; drawing and paper materials; puppets; musical records; finger plays; puzzles; and other hand-out materials to develop classification, sequencing, and sensory discrimination. Other meetings featured creative play, safety training, and emotional and physical characteristics of ages two to five.

At the final parents' meeting with other local pre-school projects personnel, display of art by Project PREPARE pre-schoolers was on exhibit.

Snapshots taken of many one-one classes were also displayed, abetting the pride of child, parent, and tutor. Guest consultants were directors and teachers of two local federal pre-school projects, Head Start and Springboard. The meeting was sponsored by Project PREPARE. A few examples of the best children's art were submitted to Sesame Street Magazine and recognition of their receipt has been acknowledged.

Although limited in size, Project PREPARE seemed appropriate for the families who were receiving its services. The majority were low-income white families. Others were American Indians, Spanish-speaking people, and Orientals whose adults are learning English as a second language. Some of their pre-schoolers were bi-lingual. Most parents expressed the wish to have more information about creative play, pre-reading skills, and parent-child activities. The home emphasis for the child tended to be on skills of visual recognition, discrimination and association, cognition of picture story sequences, perception, and motor skills. Acquisition of these skills produces greater self confidence, ability to solve problems, communication improvement, and a higher degree of socialization in pre-school children and parents.

The project was parent-oriented in proposing techniques for home pre-school teaching and creativity, use of mass media for parent education (including a newspaper of high-interest low-level reading ability provided to each home weekly), and adult individualized and group classes. Reading, mathematics, and naturalization instruction were popular. The project was also child-oriented in encouraging the parent to participate in developing school readiness skills and in emphasizing parents and children playing and learning together. As the tutor established a rapport with the child and his family, she often became their confidante and was sometimes asked to be a personal family adviser.

Project PREPARE provided more than one pattern of service to children

and families. "Extra-curricular" enrichment opportunities for the parent varied from attendance at a series of weekly art films (with a staff member) on the post-impressionists to participation in a local art show; encouragement to watch as a family TV specials; accompaniment with a staff member to childrens' live and movie productions; supplying a reading list of recommended books for young children; viewing of a locally-made film on"The History of Butte" at the school center; and visits to the Montana State Museum and World Museum of Mining. Regular use of the Butte Vocational Technical Center and city libraries was encouraged.

Use of community resources was emphasized in the field trips planned by the staff for both parent and child. Visits included a day care center, a railroad station, a Hutterite Colony kindergarten, a family services center, the State Prison, the airport, a fire station, and a visit to the Montana state legislature in session during discussion of a bill providing for pre-school education state-wide. (The bill passed, effective 1974.) A sack lunch picnic at a municipal park concluded the school year.

The entire program helped the parent and, ultimately, the child feel better about himself, developed basic skills and problem-solving abilities, and also encouraged parents to become an important voice in school and community facilities that affect the child. This community voted in April to finance for next year its first public kindergarten, which has operated for several years solely thru federal funding. Project PREPARE parents publicly propounded the values of pre-school education to help establish this kindergarten.

On going daily in-service training for one hour (9:00-10:00 a.m.) tended to resolve problems of training tutors, how to involve parents, how to use community resources and involve other agencies, what techniques worked, which materials the staff used and prepared, and what national findings were on other pre-school projects as reported in a variety of publications. Three philosophies of pre-school education, Montessori, Piaget and Hymes, were

presented separately by staff members and discussed at various in-service training sessions. (In June a five day workshop was conducted by James L. Hymes).

Staff members participated in pre-school meetings on family life to coordinate efforts of the school district, a state meeting showing the film, "Exploring Childhood", an in-service training period conducted by the local 4C's director, and a five-county expanded nutrition one day workshop.

Four Project PREPARE staff members attended the Northwest Adult Education Association convention where they gave presentations on recent Butte, Montana ABE programs. Two Project PREPARE teachers attended a Right to Read workshop at Arizona State University. Information acquired by these teachers was utilized by the staff.

During the third quarter Project PREPARE student enrollment peaked at 268 students excluding dropouts. The parent dropout rate was minimal, those who separated being primarily American Indians who themselves moved, or who had difficulty identifying with another tutor after their original Indian staff aide moved out of town. Another Indian staff member contacted former enrollees who had not been absorbed by the original staff. She coordinated Indian activities, taught at the Indian Center, and consulted with the Indian studies director at the University of Montana.

During the year the Project Coordinator presented timely reports of Project PREPARE activities to three neighborhood councils in the model cities area whose families the project served.

Near the completion of the project, the Contemporary School Readiness Test was administered to five-year olds. Certificates of participation were presented to all pre-schoolers who completed the program, and parents were supplied a questionnaire to return to the evaluators on opinions and suggestions of the project.

## RECOMMENDATIONS FOR ACTION

Homebound basic instruction for educationally disadvantaged adults unable to attend classes.

Incorporation of the teaching of reflective materials in the humanities with the teaching of ordinary ABE skills.

To teach educationally disadvantaged parents ABE skills in their own homes and to show these parents how and what to teach their pre-school children.

Emphasis in all ABE instruction be placed in life coping communication and computation skills.

Priority be given the teaching of reading fundamentals and remedial reading.

Regular in-service training conducted by certified and qualified instructors replace protracted pre-service training.

To employ mature paraprofessionals under the close supervision and guidance of certified teachers in the home situation.

## THE PROBLEM

Surveys indicated that conditions in Butte, Montana, coincided with conditions nationally and that less than five percent of the people in need of basic education actually received it. The greatest obstacle to individuals participating in the usual Adult Basic Education classes was the problem of leaving home to attend class. Many did not come because they lacked transportation, could not pay babysitters, or in some way were handicapped. For some individuals enrollment in a public school sponsored ABE class gave evidence to friends and neighbors that the individual was in need of literacy training. Therefore the act of attending class became a source of embarrassment.

Project PREPARE drawing from expertise acquired in the two prior 309-B projects learned that home-based instruction can be effectively implemented in Adult Basic Education.

## RECOMMENDATION

Project PREPARE supports the concept of Homebound basic instruction for educationally disadvantaged adults. Knowledge acquired in three sequential 309-B projects: Homebound, Experiment at Butte, and Project PREPARE confirms that when adults in need of education can not or will not come to class, the educator should go to them.

## THE PROBLEM

Although there were many apparent similarities between the two previous 309-B projects, the EXPERIMENT AT BUTTE differed substantially from PROJECT HOMEBOUND. The EXPERIMENT was designed to build upon the knowledge gained and contributions made by PROJECT HOMEBOUND in resolving many of the problems of delivering a curriculum to adults seeking basic education. EXPERIMENT AT BUTTE sought to further refine the selection of educational settings most satisfactory for both students and teachers and to develop and test new vehicles for delivering the ABE curriculum.

The major purpose of the EXPERIMENT combined the teaching of reflective skills in the humanities with the teaching of ordinary ABE skills. The EXPERIMENT AT BUTTE pointed out several important conclusions which were incorporated in PROJECT PREPARE. First was that the EXPERIMENT could be implemented in and adjusted to an ABE program such as PREPARE. Secondly, project personnel who worked with the EXPERIMENT learned that ABE parents could, in fact, deal with reflective materials if selections were adapted to suit their reading levels and interest. Tutors found that they were able to develop the reflective skills of students during ordinary lessons in which reflection was combined with ABE skill learning. Although the EXPERIMENT was not appropriate for all students, PREPARE demonstrated that using reflective materials was valuable to some.

## RECOMMENDATION

Project PREPARE recommends the incorporation of the teaching of reflective skills in the humanities with the teaching of ordinary ABE skills. Experience learned over a two year period proved that new vehicles for delivering ABE curriculum strengthened the program.

## THE PROBLEM

Most educationally deficient parents possess a negative academic self image which they hand down to their children. Illiteracy, in many cases, seems to follow a family pattern--like parent, like child. The purpose of Project PREPARE was to teach educationally disadvantaged parents ABE skills in their own homes and to guide these parents in how and what to teach their pre-school children.

Project PREPARE learned that as the parents realized their own educational goals they became more confident in guiding their children. PREPARE also learned that as time progressed the trained parent became an example of encouragement and inspiration to the child. As the parent achieved the child achieved. Compared to average ABE students parents were more highly motivated, and worked harder since they realized they were learning to help their children. Self reliance and pride were the key characteristics implemented in the program. Educational growth encouraged independence for both parent and child. Dependent on tutor's training and guidance the bond between parent and child provided the impetus for the effective operation of Project PREPARE.

## RECOMMENDATION

Project PREPARE believes educationally disadvantaged parents can best be taught ABE skills in their own homes and that these parents can also be taught how and what to teach their pre-school children.

## THE PROBLEM

Each person needs to improve the quality of his life. To reach his potential, a person must meet many demands. Important to most people is the necessity to: Know who and what you are; relate to and with other people; work and manage your own affairs; contribute to the public good. Often the educationally deficient person doesn't know how to go about getting the things he requires. He is unaware of the many opportunities open to him. He doesn't understand the resources that are available and how they can be utilized to his advantage. In short, he lacks the basic skills--the life-coping communicational and computational skills to function effectively in today's society.

Project PREPARE learned that emphasis on all ABE instruction must be placed in functional skills. The communicational and computational skills for the Adult Basic Education participant consisted of reading, writing, speaking English and simple mathematics. In conjunction with these skills, PREPARE fostered socio-economic development by helping parents to overcome the fear of solving personal problems, to willingly accept responsibility, and to better understand their childrens' learning problems.

## RECOMMENDATION

Project PREPARE advises emphasis be placed on life-coping communication and computation skills in all ABE instruction.

## THE PROBLEM

There are 26 million functional illiterates in the United States today. The U.S. Office of Education in its October 12, 1972, issue of the education briefing paper titled "The Right To Read" identifies 19 million adults and 7 million children who are functional illiterates--persons who need a great deal of help to improve their reading.

Nearly every parent in Project PREPARE either could not read or had a remedial reading problem. A large number of these parents were school dropouts and most left school because they could not read above primary level. Project PREPARE learned that most parents were unaware of how pre-school activities influence a child's ability to read.

Learning to read is a life-time operation. It begins in the cradle with learning to listen, to comprehend, and then to talk. It progresses through expansion of experience by learning basic language skills and then on to advanced skills. Eventually it becomes a matter of new ideas and new vocabulary. At every stage in life many factors influence each individual before he is ready for some sort of reading growth.

Project PREPARE also learned that when pre-schoolers are pushed into tasks beyond their maturation level, their progress is very slow. However, when physical, intellectual, and emotional factors are right, learning progresses steadily. Encouragement to seek goals, to use language in different ways, and to reciprocate with parent, peers, and teacher are vital in reading development.

## RECOMMENDATION

Project PREPARE recommends that priority be given the teaching of reading fundamentals and remedial reading.

## THE PROBLEM

If there is no concerted effort to constantly improve instructional activities after pre-service training has terminated, the program can become chaotic. Regular in-service training conducted by certified and qualified instructors must be provided throughout the operation of the project.

PREPARE learned that daily one hour in-service training helped to resolve the problems of training tutors. The emphasis of this training shifted as the observed needs of the instructional staff changed. Initially, the emphasis for training instructors was on the characteristics of adult learners and the use of available materials. As experiences grew, a need for concentrating training in developing pre-school curricula and establishing objectives became evident.

A highly qualified competent teacher-trainer was central to the success of Project PREPARE. The role of the trainer was that of diagnostician and prognostician as well as instructor and counselor. In-service training included all skill areas, giving priority to the probable or apparent needs of the staff. These sessions were generally informal lectures, seminars, or discussions of learning philosophies and techniques. Tutors cooperatively planned lessons each day beforehand to some extent, since they were all briefed on the educational approach. The competency of the tutor and the rapport she established with the parent-child, determined the success of the project.

## RECOMMENDATION

Project PREPARE counsels regular in-service training conducted by certified and qualified instructors replace protracted pre-service training.

## THE PROBLEM

In a program such as PREPARE where students are often taught on a one-to-one basis, the high cost of a professional instructor precludes adequate staffing. Project PREPARE learned that highly educated certified teachers are not essential in home-based education. Under the close supervision and guidance of certified teachers mature paraprofessionals can do excellent work. Experience has shown that with a wise choice of aides and on-going training program the paraprofessional functions well in the home. It is essential that she be a mature individual since the tutor going into the home is called upon to solve personal and family problems. Before a learning climate can be established, the tutor must draw upon her own life experiences. Maturity is often more important than degrees of education.

## RECOMMENDATION

Project PREPARE recommends the employment of mature paraprofessionals under the close supervision and guidance of certified teachers in the home situation.

## PROJECT PREPARE STATISTICS

| | |
|---|---|
| TOTAL ENROLLMENT | 269 |
| PROJECT PREPARE | 80 |
| BASIC ADULTS | 38 |
| IN COURSES LEADING TO GED | 37 |
| DROPPED (Includes incomplete and those who reached their goals before June 7, 1973) | 114 |
| ACTIVE AT END OF PROJECT | 155 |
| TOTAL NUMBER OF PRE-SCHOOLERS ENROLLED | 61 |
| ACTIVE AT END OF COURSE | 50 |
| DROPPED | 11 |
| DROP-OUT RATE | 18% |
| AGE LEVELS: 18 MONTHS -- 5 YEARS | |
| 18 MONTHS AND ABOVE | 10% |
| 2 YEARS | 26% |
| 3 YEARS | 24.5% |
| 4 YEARS | 23% |
| 5 YEARS AND ABOVE | 16% |
| ETHNIC BACKGROUND: | |
| MEXICAN-AMERICAN | 16% |
| AMERICAN-INDIAN | 25% |
| ORIENTAL | 10% |
| CHILEAN | LESS THAN 1% |
| WHITE | 49% |
| FEMALE | 28<br>45% |
| MALE | 33<br>55% |

50% OF PARENTS WERE BELOW 8th GRADE LEVEL

EVALUATION REPORT

AND

ANALYSIS OF THE THREE

MAJOR STAFF OBJECTIVES

Project PREPARE, 1972-73

Evaluation Report

## I. Introduction

This evaluation report has been prepared by the Research, Planning, Development and Evaluation Component of the Office of Montana's Superintendent of Public Instruction for the staff of Project PREPARE at the Vocational-Technical Center, School District No. 1, Butte, Montana. The report contains three sections bseides the introduction: an explanation of the evaluation design and the procedures followed to develop that design, a reporting of the evaluation information requested by the project personnel, and a set of appendices.

## II. Development of Evaluation Design

The Research, Planning, Development and Evaluation Component (R.P.D.E.) believes that educational evaluation should be a tool for improving education programs, i.e., that it should provide feedback and information that is useful both to persons involved in an on-going program and to persons seeking to replicate a program in a new setting. This idea was the base for this component's suggestions when consulting with Project PREPARE personnel on the design of their evaluation.

As a result, the director and teachers of Project PREPARE, in a series of meetings with consultants from the R.P.D.E. Component, set three objectives for their program. The staff also constructed twelve questions about those objectives whose answers they believed would provide useful information for themselves and for anyone interested in examining the project. (These objectives and questions are each treated separately in Section III of this report, but they can also be found as a single list in Appendix A.)

Next, the project staff and R.P.D.E. people discussed possible ways of gathering the desired information (see charts in Appendix B), and R.P.D.E. then drafted the two forms which the teachers had agreed would be an effective way to gather data (questions from the forms comprise Appendix C).

Project teachers used the forms to collect data throughout the duration of the project and submitted them to the R.P.D.E. component for aggregation and analysis. The results of this work, then, constitute Section III.

III. Evaluation Information

Objective 1. The parents will be better able to become effectively involved in their children's education.

Question 1-a. Do parents involve themselves with their children by

1) playing with them?

Project staff observed 143 instances when parents were playing with their children, and reported 117 more times that parents mentioned having played with the children. The kinds of play engaged in certainly varied from family to family, and not every play activity could have been recorded. The teachers did compile quite an extensive list, however, which is surely representative of the type of play activities engaged in by parents. This list is Appendix D attached to the report.

2) talking with them?

Project teachers indicated 149 instances in which they observed a parent talking with his child, and another 93 times that a parent mentioned having talked with his child. Such conversations may obviously have taken many different forms, but some of the more positive contexts are discussed in question 1-d.

3) reading to them?

The teachers observed parents reading to their children in 43 instances and recorded another 120 times that the parents mentioned having read to the children. This particular activity was apparently encouraged by all teachers; references to parent-child reading activities occur in many different places on the forms.

4) teaching them participation in home chores?

Teachers had occasion to observe parents teaching their children home chores 29 times, and reported another 60 times that parents mentioned having done this. The most common type of chore seems to have been cleaning (either mopping, washing things, picking up items around the house, or dusting).

5) taking children places?

Project staff observed parents taking their children somewhere new 47 times, and reported being told about another 55 times. Field trips involving whole families were a frequent occurence in the project, and individual teachers regularly encouraged parents to get their children out to new places. Specific examples of some of these outings can be found in the list provided below for question 1-b.

Question 1-b. Do the parents involve themselves in the children's education when the teacher is not present, and in ways not suggested by the teacher?

Information in answer to this question was collected by the project teachers in their interviews with parents. In addition to the partial answers provided by the instances reported under question 1-a above, the teachers recorded a number of activities they either observed or parents described to them which were not originally suggested by project staff. A list of these activities follows (number in parentheses indicate how many times a particular item was mentioned).

1. Marching game to teach child "left" & "right".
2. Parent plays piano, child sings nursery rhymes.
3. Cut-out geometric shapes, paste on plate with one wrong shape in each group.
4. Storybook with moving pictures when pages are turned.
5. Board, hammer, nails, screwdriver for motor skills.
6. Make hat and boat from folded paper. (2)
7. Toy belonging in home - round ball into which different geometric shapes fit.
8. Made snowman out of construction paper.
9. Taught child to print name. (3)
10. Practical childs dining room set in wood sculpture with finger painting.
11. Toothbrushes sorted according to color, visual discrimination.
12. Toy where different shapes fitted in correct hole, key corresponds to different colored doors to get pieces out.
13. Help mother with chores. (10)
14. Take child to Walt Disney movies.
15. Child performs dance and repeats phrases mother teaches.
16. Child draws picture of "teacher-me".
17. Uses materials from Okinawan kindergarten (number concepts, etc.).
18. Mother encouraging child to read. (3)
19. Family made animals and tipis from clay. (2)
20. Make small animals from paper rolls, crepe paper, toothpicks. (2)
21. Cut out letters of names paste on cardboard.
22. Family watches t.v. looks up words unknown in dictionary for children. (2)
23. Got a calendar for Indian home which was governed by approximation called "Indian time".
24. Signed, addressed and took valentines to post office on learning excursion, since child lived in rural route.
25. Cut pictures out of magazine, classify them, paste on cardboard. (5)
26. Have child match identical picture cards and name to improve speech.
27. Parent finger-paints with child. (2)
28. Uses Sesame Street Magazine.
29. Child and mother in swimming class together, gymnastics class for pre-schoolers. (5)
30. Make placemats for family.
31. Make projects out of scrap material for various special days and just for projects. (4)

32. Taught child to sing in Korean.
33. Uses t.v. as educational means.
34. Made cards for special days.
35. Water painting with a straw.
36. Teaching child some sewing (motor skills).
37. Taught child some Chinese games and some English phrases for use on phone. (2)
38. Shoot-out with toy guns.
39. Easter egg hunt.
40. Put puzzles together. (2)
41. Dye Easter eggs. (6)
42. Made garden. (4)
43. Built house with logs.
44. Have play time on Sunday.
45. Child dresses himself.
46. Painting blown egg shells. (2)
47. Visited farm.
48. Made easter egg tree.
49. Older child helping with younger children. (2)
50. Had family checked by Health Survey Clinic of Madison County.
51. Younger child learning math from older child.
52. Has gerbils and puppy for children to take care of. (2)
53. Taught printing by carving letter in carrot or potato, dipping in ink and daubing on paper, paper then used for wrapping.
54. Took child to restaurant. (2)
55. Not much participation from mother or father. (2)
56. Covered milk bottle with wax paper and dye, made a vase.
57. Child made scrapbook for Father, practice for writing alphabet.
58. Child worked in workbook bought by parents.
59. Uses childrens records, color books on numbers and letters.
60. Uses playing cards to recognize numbers.
61. Family camping, bicycling, fishing, outings and walks. (12)
62. Teaching child pledge of allegiance and spanish.
63. Gathering at home for parents to share project ideas.
64. Religious training (songs, prayers, games).(2)
65. Using glitter instead of color crayons.
66. Taking child to circus.
67. Visit to well-child clinic.
68. Playing "school" with older people.
69. Cutting out Disney characters (sent away for) glueing on tiles.
70. Group crafts sessions with neighbor children.
71. Teach child to count using marbles.
72. Child learning to pour himself a glass of milk.
73. Children ages 3-5 play with measuring cups and spoons arranging and sorting them.
74. Children copy figures and draw free style.
75. Nine year old babysitting younger three (ages 6, 3½, 1½).

Question 1-c. What suggestions and procedures have we transmitted to parents for their children?

Teachers recorded a rather extensive list of suggestions and procedures that they communicated to parents during the year. The list appears toward the end of this report as Appendix E.

Question 1-d. Do parents recognize play as a necessary learning activity?

The large number of instances noted for question 1-a-1) above is a partial indication that parents were willing to play with their children. In addition, however, the teachers kept track of parents' remarks regarding their children's play. Roughly speaking, somewhat more than two-thirds of the recorded remarks indicated a positive parental attitude regarding their children's play activities. The most common remarks recognized that children learn skills while playing, that they learn to get along with others while playing, and that play is healthy. Typical positive remarks included the following:

"It's good for them to play. They're learning every day."

"They need to learn to get along alone and with children their own age because mother can't be with them all the time. Play activities help them become self-sufficient in little things."

"Active child is intelligent child."

The negative remarks that were recorded largely centered on the noise and "mess" caused by play, or the lack of discipline shown by children while playing. Several comments (which were not judged as either negative or positive) reflected the view that play is valuable because it "keeps the children out of the parents' way."

Question 1-e. Do parents who initially neglected or overlooked safety, emotional or physical needs of their children recognize the importance of those needs?

The teachers recorded problems and progress for 19 separate families. The situations varied greatly, as did the degree of improvement shown by the end of the project. In general terms, the problems involved

- discipline for children (either excessively harsh or lacking)
- lack of attention or interest by parent
- over-protective parents
- critical parent
- health of families.

From an overall viewpoint, the records seem to show that of the nineteen families observed, the problem was resolved in 2 cases, progress was reported in 6 cases, and the situation was unchanged in 4 cases. (Data was inconclusive for 7 families.)

The two following paraphrased examples are typical of the observations reported:

Family C.

January. Mother used "bizarre" discipline on small child; hits him a lot, ties hands behind back or locks in bathroom when child won't eat. Teacher tries to offer example of good-natured pursuasion, with "dubious success." Father agrees with teacher that mother's methods are extreme.

February. Same behavior by mother.

March. No change. Teacher feels parent will not alter habits just because of teacher's suggestions.

April. No change.

June. Mother reported incident she observed at home where an older child punished his younger sister the same ways his mother had punished him. Mother recognized that child was copying her and saw dangers in this. Teacher felt from meetings that mother's attitude had begun to change.

Family K.

January. Mother criticizes small children excessively. Teacher has suggested praise as alternative, took mother to a group meeting explaining the use of praise with children.

February, Mother not criticizing children as much. Children more relaxed.

March. Situation has improved greatly

April. OK on the criticism, but locks child in a room when he won't participate in the teacher's lesson. Teacher explains that such punishment unnecessary.

May-June. Mother visibly restrains herself from criticizing children. Teacher reports situation "remedied."

Objective 2. The pre-school children will have experiences, use materials and develop skills aimed at furthering their development.

Question 2-a. Have the children been exposed to a variety of happenings?

Information in response to this question has already been partially provided in the discussions for previous questions. Appendix D lists a number of play activities. The list provided for question 1-b contains more examples. The following list is of field trips and special events that were organized by the teachers and their parent-students, and included children.

Attended creativity workshops - 5
Parents came to the Vo-Tech to see computer and other machines
Checked out books from library
Field trip to fire station
Aide took pictures of children in their homes
Sledding
Grocery shopping
Finger painting
Pot luck dinner
Movie - "History of Butte"
Field trip to airport
Watched the birth of (3) gerbils
Birthday party
Field trip to Plaza Shopping Center
Picnic
Field trip to recycling plant
Trip to city hall with parent who was being naturalized
Field trip to stockyard auction
Field trip to prison and Warm Springs (adults)
Trip to driver's license station
Viewing films
YMCA swimming outing
Playing with musical instruments
Visit to Columbia Gardens
Visit to Montana Tech to view children's art exhibit

Question 2-b. What uses do children make of the materials and objects around them?

Children of course used instructional materials and objects under the teacher's direction, and those uses are not of concern here. The lists of motor and reading readiness skils that appear under question 2-c also contain materials children used. Here, however, the information requested concerned "everyday" materials and objects which can be found around the home.

Instances that were reported in this category follow:

Cat and dog - can identify animal sounds
Make imaginery things from snow
Play with household objects (pots, pans, carton, bottles, tableware tools, jewelry)
Play with odd-size shape wood scraps
Naming objects in pictures
Play with toys
Colors and works puzzles from newspaper
Uses books with cut-outs (children identify objects)
Play with blocks - 2
Working with construction paper
Pipe clearner dolls
Teacher wrote song on paper for mother to teach to child
Works with clay - 4
Cuts pictures from magazines, then glues on construction paper
Pre-school library books
Plays with string
Uses coloring book - 3
Plays with bean bag
Finger painting

Question 2-c. Have children developed skills?

Skills reported by teachers were of two general kinds: motor skills and reading readiness skills. The lists resulting from their observation are as follows:

| MOTOR | READING |
|---|---|
| tear paper, throw and catch ball | learn letters of alphabet |
| run, skip and jump | learn numbers |
| sorting and arranging | print names |
| reproduce geometric designs | learn rhyming words |
| punch a punching bag | learn different sounds |
| work puzzles | recall oral list of words |
| paint | retell a story |
| use scissors | trace pictures |
| copy patterns | spatial relations |
| turn somersault | initiate sounds |
| draw design from memory | name days of week |
| make snow angels | make up stories from pictures |
| work buttons | match shapes |
| maneuver puppets | repeat nonsense words |
| follow directions | memorize songs |
| ride bicycles | learn contrast words |
| learn textures | identify noises |
| kneading clay | learn colors |
| string beads | listen to stories read aloud |
| visual discrimination | "writes" in scrawls left to right (age 3) |
| choral speaking | |
| take apart toys | rearrange mixed letters |
| pours "tea" from toy set | arrange letter blocks to match model word |
| fold clothes and put them away | |
| learn to use screwdriver | learn nursery rhymes |
| helps mother clean house | learning to speak some Spanish |
| learns "left" from "right" | count to ten |
| helps set table | recognize numbers |
| puts groceries away | learn about sizes |
| get dressed alone | learn to read |
| takes care of new puppies | learning phone numbers |
| works with hammer and nails | |

Objective 3. The project staff will develop and adapt materials and methods that are efficient in achieving the project objectives.

Question 3-a. What materials have we developed?

- Creation of valentines. (3)
- Collages from magazines, newspaper and other kinds of paper. (1)
- Making animals and flowers from egg cartons.
- Making caterpillars with egg cartons--eyes, antennas and cover with construction paper.
- Made blocks and bean bags.
- Weaving baskets.

Question 3-b. What methods have we used?

The instruction in Project PREPARE was individualized for both parents and children. The teachers visited the families' homes to give the lessons for children and worked both at the homes and at Butte Vocational-Technical Center classrooms on lessons for parents.

The most common methods of instruction are listed below.

Visits (field trips); individual instruction and play; discussion of physical objects combined with drawing or painting them; reading aloud to children; played musical instruments; creative activities sessions; use of A-V equipment; taught size and color with appropriate objects; took photos of children, discussed them; imagined dialogues; follow-up on field trips; work on telling time and reading calendar; work on motor coordination; develop math concepts with school-age children; use Learning our Language and Language Exerciser books for English instruction; verbal drills; reading aloud by child; check-off list for parents to note child's skills; family reading aloud together; develop library knowledge; used "homework sheets" for completion at student's leisure; series of cultural films used for discussion; tell a story to child, have child tell it back; small muscle development exercises; visual discrimination exercises; used G.E.D. book with parents; use of reading machines; descriptive vocabulary building with opposites (e.g. big-little, empty-full, etc.)

Question 3-c. Which methods and materials worked well?

Teachers kept track of their own judgments about each lesson and also recorded remarks from parents about which materials worked well in accomplishing a lesson objective.

The methods and materials reported from these two sources are listed below.

- The activities from Thinking is Child's Play (1)
- Creation of valentines seemed most fun for children. (3)
- "More Recipes for Fun"--learning activities for children 3-11
- Sesame Street magazine cut-out shapes--mak[illegible]pictures shown in book from the shape (3)
- Sesame Street Super Market game--child learns to identify foods
- Ideal Chart-missing parts from pictures-visual discrimination. Box of farm animals
- Collages from magazines, newspaper and other kinds of paper (1)
- For vocabulary growth, I asked mother to keep a record of new words, expressions, etc. We review our "log" and "interview" sheets in staff after their return from Helena, so we all know what each staff member is doing.
- Making animals from egg cartons, collages; kinesthetic skills and valentines
- Children close their eyes and try to identify objects by feel.
- Skills of conservation of quantity and number using glasses of beans and bowls of water and Kool-Aid
- O'Hare Starite cards (1)
- Children loved the finger paints--sometimes more concerned with taste and smell than appearance on paper. (6)
- Liked to throw and catch bean bags
- Making caterpillar with egg cartons-- eyes, antennas and cover with construction paper
- Using string having child walk along to develop balance and coordination
- Ideal Magic cards for classification, opposites, sequences
- Clay--coloring the clay and the puzzle worked very well
- Child proud of his ability to use Craig Reader--showed his teachers how to use the reader. There aren't any materials lower than the fourth grade for this reader.
- Weaving baskets
- Boys enjoyed recording their voices and playing it back.
- Library field trip was enjoyed by mother and children. Mother now knows how to find books for her children.
- Loved painting objects cut out from dough (2)
- Enjoyed doing Bear Hunt Story
- Provided parent with "Teach Me to Talk" and " A B C of Baby's Speech" as provided by staff members who attended the developmental speech and language clinic last week and reported on it to the staff.
- Suggested watching "Tom Sawyer" on television
- Concept charts for Growing with Music
- Audio lessons Reader's Digest Skill Builder, Part II
- Rhythm instruments
- Records and accompanying books
- When the children made clocks, the teacher was able to understand their recognition of numbers.

- Made piggy banks from purex bottles
- Paper mache
- Children made baskets with flowers inside for Mother's Day present.
- Field trip to stockyard
- Chalk and blackboard
- Made valentines
- Stringing beads
- Making chains with construction paper
- School Readiness Test
- Coloring books
- Blackboards
- Library books
- Blocks
- Newspaper end roll
- Sesame Street magazines
- Tape recorder
- Painting (3)
- Blocks (12)
- Paper airplanes from paper and drinking straws
- Picture books (1)
- Making chains with construction paper (2)
- Pre-reading skills
- Collages (8)
- Indian stories
- Space-relationship cards (2)
- Library books (14)
- "What Part is Missing?" cards
- Creative play sessions
- Nursery rhymes (3)
- Field trips to airport, fire station and library (15)
- Singing songs
- Crossword puzzles
- Peg board (3)
- Water colors
- Picture magazines (2)
- Flannel board (2)
- Parent-staff gathering gor "Children's Learning Activities"
- Parents and children enjoyed having their pictures taken.

Question 3-d. Are all teachers in the project aware of the effective materials and methods?

The entire project staff had daily review and planning sessions together for the express purpose of exchanging proven ideas and developing effective lessons. Time and attendance sheets for the project indicate entirely satisfactory participation by all staff members in these sessions.

Naturally, much informal communication among teachers also occurred, but was not reported.

* * * * *

In addition, the project staff distributed a questionnaire asking for the parents' opinions of the project. The returned questionnaires contained some 48 positive comments, the most common of which were:

"It is a very good program."

"It helped my child get ready for first grade."

"... liked the individual attention."

There were 18 negative comments, the most common of which were:

"Wanted to have more lessons each week."
"Didn't like the location of the school."
"...it didn't last long enough."

# A P P E N D I X  A

## Objectives and Evaluation Questions

Objective 1. The parents will be better able to become effectively involved in their children's education.

a) Do parents involve themselves with their children by:
   1) playing with them
   2) talking with them
   3) reading to them
   4) teaching them participation in home chores
   5) taking children places?

b) Do the parents involve themselves in the children's education when the teacher is not present, and in ways not suggested by the teacher?

c) What suggestions and procedures have we transmitted to parents for their children?

d) Do parents recognize play as a necessary learning activity?

e) Do parents who initially neglected or overlooked safety, emotional or physical needs of their children recognize the importance of those needs?

Objective 2. The pre-school children will have experiences, use materials and develop skills aimed at furthering their development.

a) Have the children been exposed to a variety of happenings?

b) What used do children make of the materials and objects around them?

c) Have children developed skills?

Objective 3. The project staff will develop and adapt materials and methods that are effective in achieving the project objectives.

a) What materials have we developed

b) What methods have we used?

c) Which methods and materials worked well?

d) Are all teachers in the project aware of the effective materials and methods?

# A P P E N D I X  B

Discussion guide

for

evaluation instrumentation

Instrumentation Guide for Project PREPARE

OBJECTIVE 1. The parents will be better able to become effectively involved in their children's education.

| | QUESTIONS | ANSWERS WILL CONSIST OF | INFORMATION NEEDED COULD BE GATHERED BY | POSSIBLE INSTRUMENTS |
|---|---|---|---|---|
| **Question a:** | **Do parents involve themselves with their children by:**<br>1) playing with them<br>2) talking with them<br>3) reading to them<br>4) teaching them participation in home chores<br>5) taking children places? | i.) a composite list of all the instances noted in the five categories shown.<br>ii.) a list of the reading readiness activities observed or reported (from list provided to parents by staff) | 1. teacher observation during home visits or meetings with parents and children.<br>2. oral review with parents during and at end of project. | Pertinent question on Teacher's Weekly Log Form<br>Parent Interview form |
| **Question b:** | Do the parents involve themselves in the children's education when the teacher is not present, and in ways not suggested by the teacher? | a list of parent-child activities. | 1. teacher observation<br>2. parent reports | Question on Parent Interview form.<br>Question on Teacher Weekly Log form. |
| **Question c:** | What suggestions and procedures have we transmitted to parents for their children? | a list of the suggestions and procedures communicated to parents. | Teacher record of communications with and transmittals to parents. | Teacher Weekly Log |
| **Question d:** | **Do parents recognize play as a necessary learning activity?** | i) record of parents' verbal statements regarding their attitudes toward play.<br>ii) Record of parents' use of toy-lending library.<br>iii) list of teacher's observations of parents' comments to children regarding play. | 1. teacher observation<br>2. parent interview<br>3. recording frequency of toy-borrowing | Parent Interview Form, or<br>Teacher Weekly Log<br>Check-out list at toy library |

OBJECTIVE 1. The parents will be better able to become effectively involved in their children's education. - continued -

| | QUESTION | ANSWERS WILL CONSIST OF | INFORMATION NEEDED COULD BE GATHERED BY | POSSIBLE INSTRUMENTS |
|---|---|---|---|---|
| **Question e:** | Do parents who initially neglected or overlooked safety, emotional or physical needs of their children recognize the importance of those needs? | i.) a statement of the specific neglected needs of specific individual children.<br>ii.) a summary of the staff efforts to inform the parents of such needs.<br>iii.) a record of any change in parent's expressed attitude or behavior. | 1. teacher observation and consultation with parents. | Parent Interview Form<br>or<br>Teacher Weekly Log |

OBJECTIVE 2. The pre-school children will have experiences, use materials and develop skills aimed at furthering their development.

| | QUESTIONS | ANSWERS WILL CONSIST OF | INFORMATION NEEDED COULD BE GATHERED BY | POSSIBLE INSTRUMENTS |
|---|---|---|---|---|
| Question a: | Have the children been exposed to a variety of happenings? | i.) a list of the trips and activities engaged in by children. | 1. teacher observation<br>2. report from parents, particularly their acceptance of teacher suggestions. | Teacher Weekly Log<br>Parent Interview Form |
| Question b: | What uses do children make of the materials and objects around them? | a list of brief statements describing children's use of objects and materials. | 1. teacher observation<br>2. parent reports | Teacher Weekly Log<br>Parent Interview Form |
| Question c: | Have children developed skills? | a list of motor skills and reading readiness skills noted by teachers and parents, expecially those developed concurrently with pertinent project activities. | 1. teacher observation<br>2. parent reports | Teacher Weekly Log<br>Parent Interview Form<br>Checklist of expected skills based on skill lists available in the project. |

Instrumentation Guide for Project PREPARE

OBJECTIVE 3: The project staff will develop and adapt materials and methods that are effective in achieving the project objectives.

| | QUESTIONS | ANSWERS WILL CONSIST OF | INFORMATION NEEDED COULD BE GATHERED BY | POSSIBLE INSTRUMENTS |
|---|---|---|---|---|
| Question a: | What materials have we developed? | a list of all materials developed in the project. | recording use on daily lesson plan sheets & compiling total list at end of project. | Daily lesson plans |
| Question b: | What methods have we used? | a list of all methods used in the project. | recording use on daily lesson plan sheets & compiling total list at end of project. | Daily lesson plans<br>Parent Interview Record |
| Question c: | Which methods and materials worked well? | a list of the methods and materials deemed effective. | teacher judgment and record of materials and methods used. | Teacher Weekly Log<br>Parent Interview Record |
| Question d: | Are all teachers in the project aware of the effective materials and methods? | a statement of the effectiveness of intercommunication by teachers in the daily review sessions. | teacher record of communication | Teacher's Weekly Log |

# A P P E N D I X  C

Questions from evaluation forms

WEEK ENDING _____ 1973

TEACHER'S WEEKLY LOG

(Teachers will complete this form at the end of each week. Some weeks there may be nothing to report on one or more of the items below.)

1. List below the suggestions or procedures you communicated to parents to help them become involved in their children's education.

2. Summarize below any remarks parents made in class which (a) indicated their attitudes toward children playing, or (b) indicated the activities they have shared with their children.

3. List below - not necessarily by name - those individual children of your students who suffer from neglect of some safety, emotional or physical need. Describe briefly their situation as you understand it. In succeeding weeks, describe how that situation has changed.

4. List below any class trips or activities in which children of your students were included.

5. Summarize below any remarks by your students as to the skills their children possess or the materials and objects their children play with.

6. Check your daily lesson plans for this week to make sure that the materials you have developed and the methods you used are described. Note any additional methods or materials in the space below.

7. Which of the materials and methods you used this week worked well? How have you informed the other project teachers of these?

PARENT INTERVIEW RECORD

(The teacher will complete this form after each conversation or interview or home visit with a Project PREPARE parent. In most cases, some of the items below will not have to be completed.)

1. Did you observe the parent
   _____ a) play with his child
   _____ b) talk with his child
   _____ c) read to his child
   _____ d) teach his child home chores
   _____ e) take his child somewhere new?

   (Check the appropriate lines above)

2. Did the parent mention having
   _____ a) played with his child
   _____ b) talked with his child
   _____ c) read to his child
   _____ d) taught his child home chores
   _____ e) taken his child somewhere new?

   (Check the appropriate lines)

3. What parent-child activities did you observe (or the parent mention) that were not originally suggested by Project PREPARE staff?

4. Summarize in this space any of the parent's remarks that suggest how he feels about play as a necessary learning activity. List also any comments you heard the parent direct at children who were playing in your presence.

5. If this parent is one who has neglected safety, emotional or physical needs of his children, what did you do to inform him of those needs, and what changes, if any, in his behavior or attitude did you observe?

6. Describe briefly to what uses the children were putting any objects and materials around them. Note especially which motor and reading readiness skills the child has. List any such uses or skills reported to you by the parent.

7. List any project materials or methods which the parent mentioned as particularly good.

# A P P E N D I X  D

Parent and child activities

- N.K. took her children back to the library and checked out some more books. Children behaved better this time (3)
- Mother mentioned the child was now singing the little song she had taught child.
- Mother took J. swimming at "Y" for mother/tots class.
- M.K. Took S.K. to Missoula to see a speech therapist.
- I didn't realize before that she doesn't follow directions or do what she's told. She does just what she wants to.
- S.K. cleaned dinner table.
- S.C. put up Easter decorations. (3)
- Dusted house together (2)
- Swept floor and cleared table.
- Did dishes one night by self.
- (5-P) is having a bulletin board put in her repainted kitchen to display "work of the children."
- Colored with H.
- Took children on ride.
- Dyed easter eggs--hide the eggs for children to find (1)
- Showed me a little scrapbook that father gave them while he was away. He told children to show some kind of art work on a page for each week he was away. Very creative!
- P.G. went fishing with his father.
- Father and D. worked with playing cards to associate numbers.
- Took D. to eye, ear and nose clinic--but he was too young to do the exercises to determine any eye or ear problems.
- "I can't get her to do things for me the way she does them for you. She won't follow directions."
- (Parent E.) Very worried now as she has stareed working a 40/hr week job and hasn't time to spend sharing activities with her youngest child that she used to have.
- Mentioned that two year old was taking a great interest in baby, talking to him and scolding him.
- They like to play outside now so are more interested in physical exercises and private works for boys, leaves, dandelions than in "book-learning."
- Went to Columbia Gardens with children.
- Children want to play outdoors when weather is nice.
- Each class I went to this week, the children wanted to be outside. Weather was lovely--so we played games incorporating gross motor skills--hopping, wheelbarrow, etc.
- Parent G took child to carnival for the first time.
- "We let her play whatever she wants; now she won't follow directions."
- Took their older children to museum in Helena (2)
- Read funnies everyday to J.
- Indian family is carefree and relaxed--father gave boy adhesive to glue blocks together--made a two-story flat-topped dwelling with deck and door.
- Korean mother demands obedience, self-discipline, excellence--"play" is not tolerated unless it follows above pattern.
- Chalk board, abacus type bead counter, tricycle riding has been practiced during week by parent and child.

- Made animals from egg cartons to show me when I returned.
- Child helped his mother make cookies (2)
- Mother takes part in activities of child, such as dancing lessons and lately has been watching her daughter learn to ice skate. (Is proud of her progress.)
- Mother bought child book on geometric shapes.
- Parent is trying to teach her son to write his name and learn the alphabet. (2)
- Took one-way train trip to Missoula and explained to children parts of train.
- Takes children for a walk.
- Interested in developing self-discipline in children and they will follow through once an activity has begun.
- Helped father wash the car.
- Father, who is an ameteur painter, was very happy about children learning finger painting.
- Mother allowed 3½ year-old son to bake a cake by himself.
- Parents made a collage with children.
- Parent H read aloud "Call of the Wild" for four on Sunday to the family.
- Parent mentioned he thinks going to church as a family is important and they do it.
- Parent finger painted with child.
- Parent and child are writing a joint letter to father who is away.
- Mother always prodding child to recite little rhymes they have taught
- child.
- Father often plays with items I bring with child on his lap.
- Mother pleased that younger child was beginning to play with 2 year-old.
- Parent 5K says "she"(child) is learning rhythm when I play (piano) for her and she says the English word I repeat to myself many times when I'm working and practicing pronunication.
- Made birthday cards for both grandmothers.
- Father read to child.
- Some parents have lots of patience with children's activities. Parent "E" even had a tarpaulin fishing tent set-up in living room by husband. Had been there for days, but she thought it cute!--they were having a ball playing in it!!
- Parents "B" have taken child out quite regularly each day for past week sled-riding.
- Mother very surprised that her children know so many names of animals, fruits, etc.
- First time parents have taken time to play with children.
- Grandparents of "P" commented their grandchild hadn't learned much in Head Start because "all they did was play." Parents did try to explain "play" is learning.
- Cutting out numbers and letters.
- Parent B buys child many Sesame Street books--parents involved with child's learning (1)
- Parent took children ice skating.
- Making small toys with children.
- Family made clay animals and building together.
- Family went swimming together. (1)
- Parents made art work with children. (2)
- Worked with child on number concepts. A counting-move game as provided in <u>You & Your World Newspaper</u>, was played by all the family.

- Provided educational toys for children; reads to children every day.
- Staff photos were taken in preparation for an upcoming newspaper publicity on P.P. They were excited and pleased about the possibility of having pictures in the paper. This is a different attitude than two of the Korean families who don't want anyone to know they are participating for fear of being identified with other participants who are "poor."
- Parent F is a leader of a group of "Bluebirds" who meet once a week at her home. Children of parent F are sometimes involved in lots of Bluebird projects. Mother is very patient.
- Mother cut out pictures from magazines and pasted them on paper.
- Mother and boys put-up "St. Patrick's Day" decorations.
- Took child to Missoula for speech therapy.
- Had a little birthday celebration for one-year old.
- Father took children to the movies.
- Parent G--this parent (mother) gets very creative with materials I bring. Laughs and remarks when I have the session with Duane as to how different her attitude is <u>now</u> compared to when she was raising her older children. She has three pre-schoolers still at home and seems to enjoy herself immensely at our sessions together. She is a very busy woman but has lots of patience.
- All my adult students have been playing with their children outside.
- Did all dinner dishes one night and then separated pile of pennies into equal amounts for each brother.
- Went camping over holiday weekend.
- Child is learning several Spanish words. Mother teaching child the Pledge of Allegiance.
- Mother and son visited airport.
- Regular visits to shopping center and supermarket.
- Child enjoys library books.
- Children visited fire station.
- Child helped parent plan garden.

# APPENDIX E

Suggestions and procedures ___

transmitted to parents

- Invited adults to come to prison in Deer Lodge for a field trip.
- To attend "Children's Learning Activities" workshop for parents by Jackie Scalabrin and use materials prepared for
  1) "creative play for children"
  2) what to expect of the pre-school child (4)
- Use of flannel board for developing motor skills and color perception.
- More oral reading materials.
- Newspaper and roll paper to encourage creativity.
- Check out children's books at the library. (10)
- Suggestions that she read to them more often (2)
- Suggested that she attend "Creative Play for Children" session for parents in Project PREPARE. Also suggested a meeting with her friends (mothers of pre-schoolers), who are not enrolled in Project PREPARE, but who are interested in learning about what our program offers. (Meeting set for 1/30/73).
- Recall to children - make things with them from paper, clay, etc.
- Play games that emphasize learning skills, buy educational toys.
- Encouraged parents to bring their children to the fire station on 1/26/73. (3)
- None of the parents whom I contacted have been to a family movie in a long time, so I suggested going to view Walt Disney's "Snowball Express" which is now playing in Butte. (6)
- Suggestion to submit children's art work to Sesame Street magazine.
- Visit to Day Care Center (2)
- Use of Sesame Street magazine (9)
- Games and ideas from "Thinking is Child's Play" by Evelyn Sharp. (2)
- Read booklets from speech workshop.
- Encouraged parents to see guidance films we have on "anxieties" in the Film Strip of the Month Club.
- Know Your World - a game to identify famous faces.
- Encouraged parents to watch educational TV with their children (11)
- Use blocks to help child follow simple commands.
- Use the tape recorder with kids to develop speech. Develop imagination by recording stories made up by the boys.
- Use water coloring, food coloring and ink with a straw and have child blow liquid around paper to create a picture. Use crayons to fill in spaces.
- Work with child to develop speech.
- Suggested reading article in April '73 Better Homes and Gardens on pre-school education.
- Show parents how to present finger plays for children and with children.
- Use picture puzzles for perception and coordination.
- Use cards for memory games.
- Use different textured materials to develop discrimination of touch.
- Furnished parents with copy of "I'm O.K. You're O.K." and capsule history of "Wounded Knee--1890" for background. (Especially appealing to Indian students.)
- Used clocks made during session to work with numbers for older children for time concept. (1)
- Suggested parents take their children to church on Easter.

- Suggested instead of just teaching child to count--should make sure she understand concept of numbers. (Used math toy)
- Use beans and cards to associate value of numbers.
- Continue working on colors beyond basic colors.
- Reading about Piaget--drew pictures for Sesame Street magazine.
- From February issue of Sesame Street magazine--"sorting people go-togethers."
- Suggested that she attend special session on speech development of pre-school children. (Discussed material from this session.) (2)
- Reported information about March 6 panel discussion with Head Start and Springboard personnel (12)
- Planning field trips to session of Montana's legislature in Helena and the Montana Historical Museum (for parents); auction at stockyards. (3)
- Delivered newspaper-end roll (over 50 yards in each of the four) to parent-children group participants in Project PREPARE--at their request. Each had used some paper brought to them by the teacher and they found it useful. (1)
- Encouraged parents to attend "History of Butte" slide presentation on Friday, March 16 and a child care workshop on March 29-30 sponsored by Community Coordinated Child Care and district office of the State Social and Rehabilitation Services. (Child development, nutrition, first aid, creative play and behavior problems are among topics to be considered.) (7)
- Encouraged parents to make field trip to the airport.
- In general, encouraged parents to continue reading to their children.
- Discussed Where the Wild Things Are (checked out library by M. McRae, featured on CBS's "60 Minutes.")
- Encouraged parents to help children play with musical instruments (borrowed from Head Start and Project Springboard.) (1)
- Encouraged parents to visit Columbia Gardens and Montana Tech with their children to veiw the Copper Camp Festival of the Arts. All of the festival was interesting for parents and children especially the children's art exhibit at Montana Tech.
- Encouraged parents to visit Special Olumpics. (2)
- Talked to parents about evaluating Project PREPARE. They had two options--to fill out forms on what they liked and disliked about the program and what they will do as far as pre-school education next year when the project is terminated. (One student (4B) wrote an evaluation of Springboard instead of Project PREPARE.)
- Encouraged parents and children to attend Project PREPARE picnic. (4)
- Discussed parents' plans for working with children during the summer. Exchanged ideas.
- Encouraged parents to visit the Butte Recycling Center with children. (2)
- Encouraged parents to visit Montessori School and Mt. View Open School in Graat Falls. (Discussion on our field trip to Montessori School, Mt. View Open School and Butte Recycling Center.)
- Suggested that parents attend video presentation of "Political Power and the Indian Community" sponsored by the Montana Committee on the Humanities.
- Talked about School Readiness Test (Montana Reading Publications Test form.) Gave interested parents tests to give to their children.
- Mentioned new books which the Butte Public Library has shelved. "The Power of Play" by Frank and Theresa Coplin and "Learning Together."
- Invited parents for an international "pot luck" dinner for teachers and parents in my home.
- I took musical record album at K level to use for two week period.
- Physical exercise to use with sawed off broom for Korean child to develop motor skills. Suggested she enroll in dancing.

- Urged attendance at parent creativity session at Vo-Tech for Project PREPARE parents.
- Suggested mothers get children to help sort our washing as to colors. Many children weak in colors.
- Encouraged parents to talk and to read to children as often as possible.
- Taught parents how to mix salt, flour dough, make finger paint, starch and soap paints; how to construct wood sculptures, collages, string pictures. (4)
- Counseled one parent about problems her elementary school children are having. (She is overprotective and shelters her children.)
- Encouraged parents to buy inexpensive children's books.
- Encouraged parents to praise their children more, don't be so critical. Don't push them aside when they ask questions.
- Cut out letters and numbers and paste them on cardboard so they will learn to recognize them.
- How to make collage out of construction paper--let the child use glue and scissors.
- Teach (in English) the names of animals and the sound they make. Also the names of common fruits.
- Cut out matching capital letters and small letters from magazines.
- Encourage parents to make bean bags.
- Made paint with starch and crayolas and make designs with it.
- Gave parents handouts that listed specials on TV for three months at a time. Tried to find programs especially appealing to children. (1)
- Use blocks to help with number concepts - help the child recognize shapes. (1)
- When small child does art--keep it and show it off.
- Recommended, supplied and reviewed two articles in Ladies Home Journal on dyslexia and hyperactivity. (January and February 1973)
- Showed mother how you could work quietly with her child (without hitting him).
- Suggested that the time was ripe for teaching child Spanish--if parents wished to.
- Mention that coloring in lines not drastically important. (1)
- Use finger paints to help children identify colors. (1)
- Use bean bags to help coordination--throw and catch, throw in basket.
- Showed parents how to make pull-toys from oatmeal boxes and also how to make bathtub boats from jar lids.
- Gave School Readiness Test Form A to all my 5 year-olds this week.